

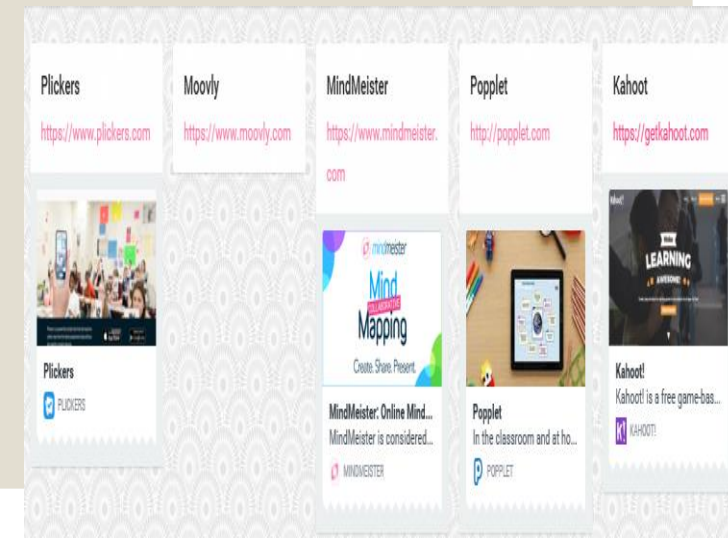
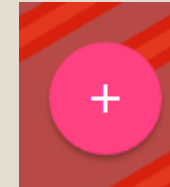


STRATEGIES & TECHNOLOGY FOR ORAL ENGLISH CONVERSATION AND VOCABULARY

Sharyn Weinheimer

Padlet

- <https://padlet.com/sweinheimer/OELAS2016>
- Post on Padlet
- Double click in a blank space or click pink + sign on bottom right
- Your Name in title
- 1. What grade do you teach or work with?
- 2. Something interesting about yourself
- 3. A talent or hobby that you enjoy



ELL Stage IV: Grades 6-8

Language Strand

Vocabulary

Standard 2: The student will acquire English language vocabulary and use it in relevant contexts.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will demonstrate knowledge of vocabulary by:

PE-4: identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support.

(math, science, social studies)

E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations.

(math, science, social studies)

B-4: categorizing grade-specific academic vocabulary and symbols by content.

(math, science, social studies)

LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.

(math, science, social studies)

HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

(math, science, social studies)

PE-5: identifying that two words can make a compound word using visual support.

(math, science, social studies)

E-5: comprehending the meaning of compound words.

(math, science, social studies)

B-5: comprehending the meaning of academic compound words (landslide, benchmark, sharecropper).

(math, science, social studies)

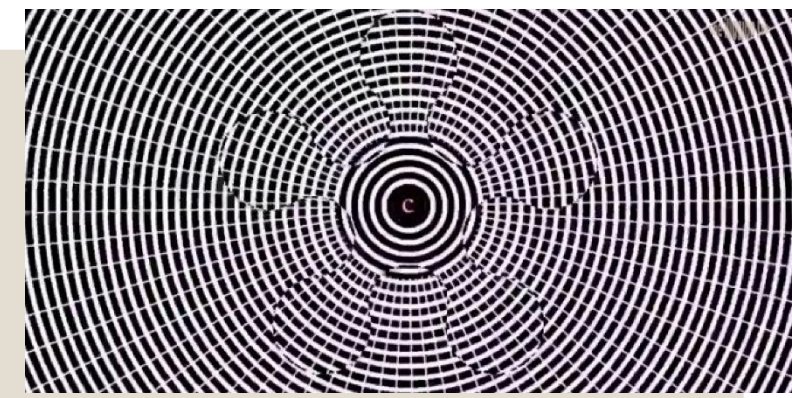
LI-5: applying knowledge of academic compound words in context.

(math, science, social studies)

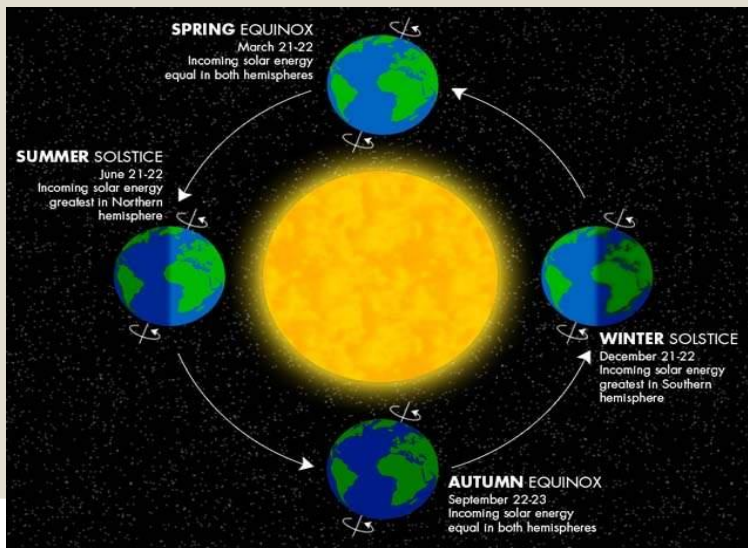
HI-5: analyzing compound words in context.

(math, science, social studies)

Chapter 2 - Vocabulary



- hallucination-seeing something that is not really there
- solstice- when day and night equal 12 hours each
- irritable- easily annoyed
- ajar- open a little



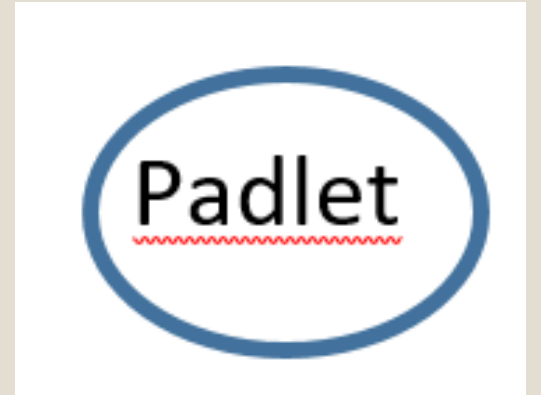
Padlet for Vocabulary

- Pick a vocabulary word from Lightning Thief
- Use one or two words in a sentence
- Find a visual or video for one or two words
- miserable- very unhappy
- expelled- kicked out
- immortal- lives forever, cannot die
- gesturing- making a motion
- vaporized- turned into a gas



Circle Map

- Write Padlet in the middle
- Write ideas of how you will use Padlet on your paper
- Round Robin
- Person closest to me goes first
- How would you use Padlet in your classroom?
- Please use complete sentences – “I will use Padlet . . .”



Share

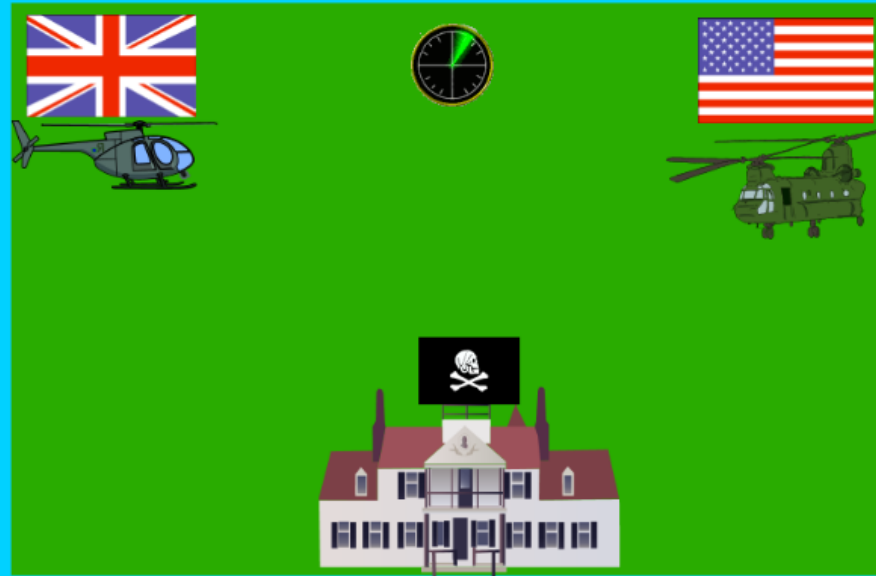
Word: **Alliance**

Part of Speech: **noun**

Definition: A union or merging of interests between people or organizations.

Sentence: It took an alliance between countries to win the war.

Illustration:



ELL Stage II: Grades 1-2

Listening and Speaking

Standard 2: The student will express orally his or her own thinking and ideas.

Pre-Emergent

Emergent

Basic

Low
Intermediate

High
Intermediate

The student will communicate orally by:

PE-4: expressing and responding to greetings and farewells with key words with instructional support.

E-4: expressing and responding to greetings, courtesies, and farewells with short phrases and complete sentences, with instructional support.

B-4: participating in conversations and differentiating between formal and informal greetings, courtesies and farewells using complete sentences.

LI-4: initiating conversations using formal and informal socio-functional communication in complete sentences.
(e.g., formal and informal greetings, courtesies, and farewells, etc.).

HI-4: initiating conversations using formal and informal socio-functional communication in complete sentences.
(e.g., greetings, courtesies, farewells, apologies, and invitations, etc.).

PE-5: repeating academic questions and responses.
(i.e., who, what, where, when).

E-5: asking and responding to academic questions using complete sentences, with instructional support.
(i.e., who, what, where, when)

B-5: asking and responding to academic questions using complete sentences, with instructional support.
(i.e., who, what, where, when, why, how)
(e.g., making comparisons and describing events, etc.).

LI-5: asking and responding to academic questions using complete sentences.
(i.e., who, what, where, when, why, how, which, whose)
(e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.).

HI-5: asking and responding to academic questions using complete sentences.
(e.g., expressing probabilities, and hypothetical questions, etc.).

(math, science, social studies)

(math, science, social studies)

(math, science, social studies)

(math, science, social studies)

(math, science, social studies)

Delivery of Oral Communications

Asking & Answering Questions



Mix, Pair, Share



- Partner A – closest to the ceiling
- What strategies does Ms. Rodriguez use to support English Language Learners?
- How does Ms. Rodriguez help her students build academic language?

Starts with B or C

Click and drag the pictures to the correct box.

Bb

Cc



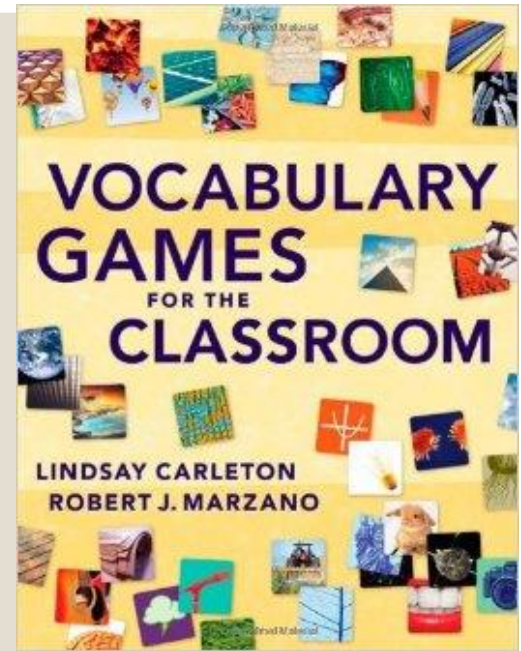
Word Cheers



- How could you use these strategies in your classroom?

Classroom Feud

- Like the show Family Feud
- You can use fill-in-the-blank, short answer or multiple choice. Keep in mind fill-in-the-blank items are more difficult because they require the student to recall the answer.
- Split class into 2 teams. Pick a spokesperson. Teams will have 15 seconds to confer



- The person a story is about is called the _____.
- Letters that are not vowels are called _____.
- Letters that are not vowels are called _____.
- The first word in the beginning of a sentence needs a _____.
- Making a guess about what will happen in a book or movie is called making a _____.
- Fiction, nonfiction and poetry are all examples of different _____.
- A section in the back of the book that defines all relevant terms used in the text is called _____.

- A square and a rectangle both have _____ sides.
- If there are five pieces of gum and I take two of them, what is the difference?

Kahoot!



- Use a phone or tablet, open internet
- www.kahoot.it
- Enter game-pin
- Enter name or nickname (please be professional)
- Answer questions by selecting the shape on your phone
- Good luck!
- How could you use Kahoot in your classroom? Jot thoughts

Thank you!

- What did you learn today? Post on Padlet
- Sharyn.Weinheimer@gmail.com

